March 19, 1969

Dr. Sterling McMurrin
Chairman
Commission on Instructional Technology
1424 16th Street, N. W.
Suite 203
Washington, D. C. 20036

Dear Dr. McMurrin:

Your comments at the Western Radio-Television Association meeting in Seattle on February 28 were interesting and informative.

I was particularly pleased to hear you say that when the results of the study by the Commission for Instructional Technology are available for dissemination, a multi-media approach will be used.

When planning for this phase of the Commission's work, I hope you will include educational radio along with ETV and the print media. Based on the information I receive from personnel in educational radio stations (almost 400 of them across the country), interest in the Commission report is high -- not only among station personnel but the general public as well.

As you know, the National Educational Radio Tape Network serves as the principal distributor of educational programming. One appropriate technique would be via audio tape to member stations. Production arrangements can be accomplished with ease and the Commission report would become available to the public through a variety of media.

Rex Campbell of KUED at the University of Utah can provide additional information on NERN's program service. We look forward to working with the Commission staff to insure that dissemination of the final report is available to educational radio as well as to other media.

Sincerely,

Robert A. Mott

RAM:lkl
cc: William G. Harley

February 17, 1969

Mr. Richard Forsythe
WBAA
Purdue University
Lafayette, Indiana 47907

Dear Dick:

Thank you for sending along your edited paper on instructional radio. You have set forth a good statement of the history, problems, potential, and needs of instructional radio.

It occurred to me while reading through, that there would be some value in considering audio as a rubric instead of radio. Audio communication systems for instruction need not be radio in the familiar broadcasting sense; taking this approach could reduce some of the reciprocity and versatility problems that you mentioned. As with television, the one-way mass distribution format is not necessarily a limitation if the materials themselves are designed on an interactive basis. Moreoever, quite flexibly designed audio systems, perhaps with complementary video systems, could improve the potential and possibilities for imaginative instructional design. Should cable communication systems come along, this likelihood would be greatly enhanced. You have touched on this, but in a section titled "Lack of Versatility" which may lead to confusion about whether you feel radio (audio) does or does not lack versatility.

The problems you examine are all present, but the overriding trouble seems to me to lie in the conceptual gap between radio as a mass communication system and audio as a practical and necessary component of instructional operations. Defending radio and documenting its virtues in comparative media studies does not provide the essential argument required to persuade educational planners that electronic audio-video communication systems can facilitate new levels of efficiency in education. It may encourage them to think kindly about an easily neglected medium but the conditions call for more explicit outcomes than that.

I am glad that you send the paper along to Allen and I hope he will be able to use part or all of it in an EBR.

Best regards.

Sincerely,

James A. Fellows

cc: Mr. Mott

EDUCATIONAL TELEVISION STATIONS
A division of
NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PHONE: 667-6000 • 1346 CONNECTICUT AVENUE • WASHINGTON, D.C. 20036

February 11, 1969

MEMORANDUM

TO: Mr. Chalmers H. Marquis

FROM: Mr. C. Scott Fletcher

RE: Teaching by Television

Since the beginning of this year, I have noticed and read with some alarm the increasing number of syndicated columns in the newspapers and columns by local newspaper writers and also articles in various magazines concerning teaching by television.

Last week I sent you an article which also appeared in the Miami Herald written by a Miami Herald writer. I don't know how many other papers it appeared in, especially Knight papers. This morning a syndicated column appeared in the Miami Herald with a heading "A Live Teacher Does Better". The main heading reads "Teaching Machines are Education's Edsels". I don't know who Martin L. Gross is or where he lives. I think it would be worthwhile to have Sally Ehart check into this and I would like to be advised about Mr. Gross.

I am beginning to wonder if the work of the (Title III) Commission of Instructional Technology is not unwittingly stirring up interest among writers about teaching by television. We must not overlook the fact that hundreds of people have received letters from the staff of the Commission asking for facts, experience, and conclusions about teaching with television and radio. I don't know if the staff of the Commission has written to educational editors of newspapers and selected magazines but I am sure that the existence of the Commission has aroused the curiosity of people in the newspaper and magazine world who are interested in various aspects of education.

Unfortunately I have not read a favorable article or column on the subject of teaching by television whether it be a column which is the result of a writer interviewing students who have been taught by television or a column such as the attached by Martin Gross who states ". . .and the first results are in. The educators--if not the public--are surprised, for the program has generally proved a failure. . ." Mr. Gross then goes on to quote from various people whom I am sure have received letters from the staff of the Commission.

I forget whether the Commission is to publish its findings on or before June 30 or complete its study on or before June 30 and publish its findings as quickly as possible thereafter. If the report is to be published on or before June 30 then it won't be long before the first draft of the report will be submitted to the members of the Commission. Somehow, some way, we should make a special effort to get the facts about the Commission's plans and today--Saturday--I called Bill Harley at home in view of his meeting with Dr. McMurrin on Sunday, February 9. I hope that he will be able to have a confidential visit with McMurrin alone in order to find out more about the Commission's plans concerning their report.

I have just finished talking to Bill Harley at his home and we agreed that this whole subject matter area should receive the attention of all members of the Executive Staff after we have met during the week of February 16. It is also my hope that the first meeting on the subject can be done during the week of February 9.

It is my great hope that the Commission will stress the need for more evidence through responsible research before specific recommendations can be made about the future use of television and radio for teaching purposes. If the Commission's report is unfavorable I am sure that a high percentage of superintendents of public schools which are at present using the broadcast services of ETV stations for instruction by television, and also superintendents of public schools which are considering 2500 MHz operations and/or cable operations, will think twice before they go further with their plans. I also am sure that many superintendents of public schools which are using the services of ETV stations will be inclined to consider plans for reducing these services. Nearly two years ago I became an active director of Channel 2 and since I attended the first meeting I have heard nothing but discussions by the school board concerning either eliminating educational television or turning Channel 2 over to the foundation as a community channel. As you know Harold Wigren and several people from NAEB have met with the school board and the members of the foundation board about the programming for Dade County Schools by Channel 2. Because several school board members, mostly businessmen, became disenchanted with teaching by television, it is possible that Channel 2 will become purely a community station, and may or may not broadcast instructional programming for the Dade County Public Schools when it does become a community station. You also know that the Dade County School Board owns Channel 17 and is now in the process of erecting the first of four 2500 MHz. operations which they will rely on heavily in the future. Because of this experience in the past two years, I am more conscious than many people about the increasing number of disappointments which are being expressed by educators concerning the use of television for instructional purposes.

I would emphasize that I am as well versed as many people about the arguments in favor of using educational television for instructional purposes. You have heard me express myself about the proper programming of computers and programming of television for instructional purposes. I am

keenly aware that in many instances students and educators are disappointed with television because of poor programming. Unfortunately, however, they blame the television medium rather than the educators or teachers who develop the various programs in the first instance. I am also aware of why NEA takes such a vigorous and negative attitude. They are concerned with protecting teachers of the trade union type of attitude. Many teachers are prone to regard television and radio in a negative fashion for several reasons: the most obvious is because they do not understand good teaching practices in the first instance and they fear the instrusion of televised instructional programs which have been prepared and taped with superior teachers. I could continue indefinitely but you know and the others who are receiving a copy of this memorandum know the pros and the cons of the entire situation.

As I said in my other memorandum our major job is to see that the Commission receives every possible shred of evidence which will help them appreciate the value of teaching by television provided the programs are superior in every way--and that means not only contact, but the psychology used by the superior teacher in attracting and holding the interest of the students and making indelible impressions on his mind concerning the subject matter being taught.

Our primary job is to persuade the Commission to recommend more than anything else that additional objective and responsible research be carried out before conclusions are reached about the value of teaching by television and/or radio. Unless we can prove and show the station managers what we did, what we said, then if there is a move away from televised instruction by public schools through ETV broadcast stations we will have to admit failure on our part for not having properly programmed our campaign to the Title III Commission. So far I have not read anything that we have sent to the Commission that I would rate as good.

CSF/mah

cc: Mr. William G. Harley
Mr. James A. Fellows
Mr. Robert Mott
Mr. Robert Maull

Attachment

A LIVE TEACHER DOES BETTER

Miami Herald Feb 8, 1969.

Teaching Machines Are Education's Edsels

By MARTIN L. GROSS

WE AMERICANS love a machine, and failing that, we lavish our affection on a "system."

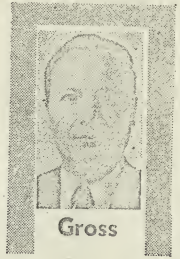
The technology of teaching is a relatively new but ever-broadening field which is determined to bring innovation to the classroom. Encompassing everything from the blue-sky "computerized" student to language laboratories to the new curricula of math and physics, modern learning techniques were supposed to revolutionize education and make the old-fashioned methods — and teacher — look awkward by comparison.

It has been a decade or more since this supposed revolution began and the first results are in. The educators — if not the public — are surprised, for the program has generally proved a failure, an inability to produce educational results beyond those achieved by teachers using time-tested methods.

ONE OF the most intriguing flops involves the massively-touted "language laboratories," whose automated booths, tapes, playbacks and associated systems were designed to make linguists out of an American public historically tongue-tied in foreign languages, even when desperately seeking a mere W.C. in an indifferent Paris.

"I am very disappointed," says Dr. Phillip D. Smith of the Learning Research Center of West Chester State College (Pa.), coordinator of a project to study the effectiveness of language laboratory systems in Pennsylvania schools.

Dr. Smith tested the proficiency of students in 104 schools who had studied French or German either under the traditional system or with some form of language laboratory. "We found that the traditional classes exceeded or equalled audio-lingual classes on all measures, including the student's



Gross

ability in listening to and speaking the language," he says. The problem in language learning is probably "the kids themselves," Dr. Smith told me in a recent interview. "Many of them see no reason to learn a foreign language, and a language laboratory does not surmount that problem."

Other modern teaching methodologies which promised a beneficient classroom revolution no longer look so promising. This is the verdict of another critic, Dr. Fred T. Wilhelms, executive secretary of the Association for Supervision and Curriculum Development, a department of the National Education Association, who cites the disappointing case histories of educational television and the "new" physics.

Educational television had initially been heralded as an economic boon to schools, bringing the teacher to many students electronically. "It doesn't hurt anything, but it hasn't produced many added gains in learning either and it generally costs more," Dr. Wilhelms stated recently in Education U.S.A., the professional newsletter. The newsletter also describes the highly-advertised "teaching machine" as "education's Edsel," but still has hopes for its first cousin, "programmed instruction."

In both interviews with this columnist and in the education newsletter, Dr. Wilhelms and another critical voice, Dr. J. Lloyd Trump, associate secretary of the National Association of Secondary School Principals, decry the general failure of "team teaching," once the pearl of modern education methodology. "Unfortunately, team teaching too often becomes 'turn teaching,'" says Dr. Trump. "One teacher says, 'I'll teach today, and you teach tomorrow.'"

Dr. Wilhelms concurs, adding: "What usually happens is that the cheap part of the idea is used, but there is little planning by the team to work together effectively — which was the original concept of team teaching."

The optimism of even educational critics is typically American, for we seem determined to succeed with "systems" even in areas where method may be less important than simple work. The first results of automated education seem to bear this out. There is apparently no more effective "teaching machine" than the dedicated teacher, simply armed with a love of knowledge.

January 3, 1969

MEMORANDUM

TO: William Harley

FROM: Robert Mott

SUBJECT: Recommendation on the Powell Proposal

It is difficult to put a "handle" on this material.

Powell describes the document as the opening shot in a campaign -- and then presents a position paper rather than a document for action.

The only action proposal that I can read into the paper is at the bottom of page three and top of page four. His proposals are valid but imprecise.

My recommendation: We meet with Powell to determine if there is, in fact, a way in which some progress can be made along the lines he suggests. I'm not optimistic but his idea has merit and is worth hearing more about.

For our part, we should advise Powell of the efforts we are making in the areas of his interest.

RAM:lkl

Matt

OFFICE OF ECONOMIC OPPORTUNITY

ROUTING SLIP

	NAME		ACTION
			APPROVAL
1	Bill Harley		CONCURRENCE
			FILE
2			INFORMATION
			INVESTIGATE AND ADVISE
3			NOTE AND FORWARD
			NOTE AND RETURN
4			~~PER REQUEST~~
			RECOMMENDATION
5			~~SEE ME~~
			SIGNATURE
6			REPLY FOR SIGNATURE OF:
7			

REMARKS

This is the opening shot in a campaign I hope may bring OEO + VAGOS together. Want to talk about it?

Bill

FROM:	NAME	DATE
	Robert Powell	11/24

OEO FORM 11 OCT 64 GSA 65-5711

GPO 932-244

Bill Darley

John Walker Powell OEO/ORA November, 1968

Rural America: Communications vacuum

Nearly half of all Americans live in small cities, small towns, and rural areas. The cliché that 70% are urban rests on the antiquated and misleading assumption that any town of 2500 or over is "urban." Correcting this to make 50,000 or over the urban base, together with the immediate suburbs, we find that 46.5% of our people are really rural.* If the 1965 population figures are corrected for this base, there are 88 million rural Americans.

Of that number, 22 million - one in four - are below the poverty level.** Broadly taken, this means poverty of all kinds: hunger; bad housing; poor medical care, or none; poor and abbreviated schooling.

In addition, the whole rural population is badly under-served by the important media of information and communications. The map of educational radio stations shows them concentrated in and around the great metropolitan complexes of the East and West Coasts and the Great Lakes cities. The immense barrens of the Great Plains, from Alberta and Saskatchewan to Mexico; Alaska; and a broad belt of the South, are totally without service from educational or public radio. State ETV systems in some States relieve this drought for school children. But the rural adult is severely handicapped by a meagre and impoverished press and a variety of useless commercial radio stations - both of them capsule copies of the most inane features of urban radio and press. These millions are, in short, utterly excluded from the main stream of the National Conversation.

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*Based on Professor Harold Wolman's article in the October 25, 1968, COMMONWEAL.

**The People Left Behind, Report of the President's National Advisory Committee on Rural Poverty. September, 1967.

Yet these people elect more than half the Congress - over fifty per cent of Congressional districts are rural and small town - and decide the election of Presidents. They send their children, ill-prepared, to swell the misery of the cities.

Together with employment and health care, the pressing need of rural America is information and education - the two faces of the same coin. And their need is the need of all of us. We may not hunger when they are unfed; but we all suffer the consequences of their mental and social impoverishment.

Radio is the keystone of rural public communications. It can be supplemented by television where there is enough population within the coverage area; but in many parts of the Great Plains the population density is down to two persons per square mile. It can be supplemented by Telpak - most farm homes now have telephones; but not most country dwellers at large. Line and cable networks, with dial access to data centers, are needed too. Such systems are proving to be vital in the planning for rural medical care delivery systems. It is a necessity to locate vocational training at local sites, without requiring travel to distant centers. In the end, the communications grid serves government, law enforcement, education, rural area organization and development - all major phases of community life, and all vital channels of communication with the isolated rural or farm family.

In a matter of months, communications satellites will be over the Eastern and Western halves of this country. At least two channels will be devoted to public and educational use - IF we are ready to use them. There must be ground systems ready to utilize their signals, to store and relay them.

Rural America is increasingly the concern of the Federal establishment, and of major foundations. The 90th Congress directed OEO to establish an Office of Rural Affairs for the precise purpose of enriching rural life and opportunities for escape from rural poverty. But to do this, all rural life and opportunity must be enhanced. One cannot plan simply to educate the poor; the whole system has to be improved, for all. In the same way, the poor, but not the poor alone, must be given access to educational and public broadcasting. Public radio must advance into the countryside with the goal of total coverage.

How?

The Federal establishment has many agencies committed to rural opportunity. In the Department of Agriculture, Resource Conservation and Development (R C&D) sponsors rural community development, as does the Rural Community Development Service. The Federal Extension Service, cooperating with land-grant colleges and county agents across the country, maintains a Division of Community Resource Development. The Rural Electrification Administration (REA) fosters electric and telephone co-ops. The Farmers Cooperative Service and the Farmers Home Administration (FCS and FHA) foster housing and general co-ops of all types. HUD, under Section 701 of the Housing Act, fosters conservation - including information systems. In HEW, rural health is supported in PHS by training and information facilities; the Office of Education has concern for rural schools - and information systems. And my own agency, the Rural Affairs Office of OEO, is moving to establish programs of collaboration with land-grant colleges and national educational broadcasting organizations.

It can be done.

We should move to enlist the Corporation for Public Broadcasting, the NAEB, the JCET, and foundations and communications industries, to plan and promote

college radio services, local radio co-ops, and statewide radio networks that will bring public and educational radio services to all the people. We should be in continuing touch with the White House Office of Telecommunications, with Comsat, with the Ford Foundation, with the FCC. We should maintain fruitful contacts with the wire and cable industries, and encourage their participation. We should not rest until rural America has joined the National Conversation.

"RURAL" is more than the negative, or opposite, of "urban" or "metropolitan." Rural is a distinct and positive form of social organization. This is recognized in the existence of rural sociology as a distinct profession within the general discipline. Understanding this distinction is the necessary prerequisite to formulating policies and strategies for an attack on rural poverty.

The Facts of Rural Life

The first difference is that in rural areas fewer people occupy larger spaces. The population of the 16 counties in Eastern Montana, for instance, averages out to little more than two per square mile. This immediately introduces factors of time and distance that directly affect the delivery of services of all kinds: education, health, shopping, libraries, employment, law enforcement, religion. The cumulative effect has been defined by Professor Carl Kraenzel, foremost rural sociologist of the Great Plains, as "the social cost of space."

Centralization of services is important in cities; OEO's health thrust there has been to create "one-stop" health centers. In rural areas, this ~~is contra-indicated, instead~~ means that each of the decentralized service stations must be multi-purpose. The county court house houses the Extension agent, the Public Health nurse, the mental health-retardation-alcoholism-comprehensive health communications agent, as well as the sheriff, the judge, and the Commissioners.

This, in turn, means that the political presence of the County is more involved, and more visible, than is true in the highly specialized metropolis. The CAA relies on the membership, and the support, of the County Commissioners, who have the power to budget their participation - or to block any action at all.

It means, further, that all organizations and plans for improving living conditions and economic status interlock with each other, and with the prospects for economic viability and advancement of the area as a whole. Hygiene and sanitation, preventive medicine and acute or long-term treatment, schooling and vocational training and jobs, communications and transportation, along with

other societal arrangements, are mutual requirements and have to be developed along a single front of planning and action.

Fifth, the poor in rural areas are not visible as a segregated host within a geographic neighborhood. They dwell singly, as families, on farms or the edges of the service towns, interspersed among the self-sufficient and the well-to-do. Conversely, however, the well-off in income are adversely affected by the general paucity of services: poor schools deprive their children too, poor hospitals and medical services leave them medically poor along with their poverty neighbors - excepting as they can fly out to the larger centers.

The Rural Manoeuvre

Urban mentality and presuppositions have stood squarely in the way of our developing a strategy appropriate to the countryside. The ghetto CAP, the Headstart and Upward-Bound, the Neighborhood Youth Corps, all presuppose an aggregated population with near-by services available. There are few "multi-city" CAPs.

The rural countryside requires that we think in terms of economic areas, which usually means multi-county organization. It requires that we bring both communications and transportation into the foreground of our strategy. It calls for the gradual education of the country people into acceptance of urban-type standards for their own social functioning, within the context of spatial separateness. It calls for less emphasis on earmarked programs, and more on collaborative planning and action with USDA TAPs, FHA, co-operative programs, and outreach; and more closely coordinated efforts with PHS, HUD, EDA, RC & D, CEP, CAMPS.

In a Montana village of fifty families, there is no doctor, no nurse; the nearest hospital is 40 miles away. Children are bussed to the consolidated school. Shopping is by mail, or in a town 20 miles distant. Rain or snow bring isolation.

Yet country people have a tradition of mutual self-help. It is this tradition - the barn-raising, the box supper, the quilting bee - that OEO must build on.

We can help the rural poor. But to do it, we must involve the non-poor, must aim at raising the entire gamut of social resources and services. And we must do it in the closest collaboration with the Federal Departments that know the countryside, the migrants, the Indians. We must continue to raise the levels of understanding of the urban-oriented agencies such as Labor and HUD. And we must, through a consistent emphasis on Rural Affairs, help our own agency to re-orient its map, its manoeuvres, its total strategy, for the attack on rural poverty.

December 19, 1968

MEMORANDUM

TO: James Fellows

FROM: Robert Mott

SUBJECT: Your December 3 Memo on Title III

The document provides an excellent background to Title III, the Commission's role, its implications for education, broadcasting and related technology.

Having established a perspective and proposed a series of goals (or at least a direction) for the Commission, I continue to puzzle over the relationship of NAEB to the Commission.

If, as your memo suggests, that group is not doing what NAEB believes it should, is there an appropriate action for the Association to take? If so, why not do so?

It seems this document should be distributed as you suggest (with a request for rapid reaction). After reviewing the comments from the various groups, a course of action should be formulated and implemented by the association staff.

The channel of communication between NAEB and the Commission should continue unchanged.

RAM:lkl
cc: William Harley

December 3, 1968

MEMORANDUM

TO: William G. Harley FROM: James A. Fellows

The discussions about Title III of the Public Broadcasting Act throughout the convention suggest that there is some confusion, not only about the activities of the Commission on Instructional Technology, but about the wording of the Act and what a reasonable interpretation of it might be.

It seems unlikely that either the Commission, its staff, various ad hoc groups that have been summoned to "advise" the staff, or other current "inputs" will have any clarifying effect upon the role and the outcome of the Commission. So here is a try at a new approach; it may not resolve the question entirely but it could give us a new vantage point from which to study and project the work of the Commission.

What did the Act say? It authorized the Secretary of H.E.W. "to conduct ... a comprehensive study of instructional television and radio (including broadcast, closed circuit, community antenna television, and instructional television fixed services and two-way communication of data links and computers)* and their relationship to each other and to instructional materials such as videotapes, films, discs, computers, and such other aspects thereof as may be of assistance in determining whether and what Federal aid should be provided for instructional radio and television and the form that aid should take, and which may aid communities, institutions, or agencies in determining whether and to what extent such activities should be used."

Note that the study is to be of instructional television and radio (all forms of transmission, not just broadcasting) and that it is to be electronically comprehensive (dealing with electronically processed information, whether the output be on a picture tube or a computer print-out). Nor is it to be so broad that it deals with all hardware for the display of information, except as this

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* The parenthesis is in the Act.

may bear upon the study of instructional television and radio. (Films, for example, along with slides, overhead projectors, chalkboards, et. al., can be used on television, so it is possible to see them as related instructional materials that are complementary and not competitive with television).

In its efforts to be technologically ecumenical, the Commission staff has adopted current nomenclature that sees "multi-media" as an improvement over a single medium, and that sees "systems approaches" as more valid than piecemeal analyses. It would be hard to disagree until the words are examined further. Multi-media, it turns out, is a way of treating fairly the various devices (and their interest groups) so as not to exclude from consideration any of the new means for innovation in the schools. In the zeal to be fair with all the media, they seem to have been trapped into considering each of equal value. Educational utopia will be achieved, the reasoning goes, when "each has been afforded its proper place" in the spectrum of materials available to the classroom teacher. In this setting, the "system approach" is the framework within which decision is made to use one medium over another.

There may be a romantic appeal to such argument, but it is scientifically naive and educationally without merit. Radio, television, and electronic communications were singled out for special study, not because their value is exclusive, but because it is basic. Among the resources now available, only electronic (which is to say mass) media offer the means by which substantial improvements can be made in managing our educational enterprise; they make it possible to consider educational operation both as a system composed of different but related components, and as a task which needs to be conducted systematically.

In view of both valid and silly criticism that has been made of the Commission's activities, what can we recommend that will satisfy the intent of the legislation and be professionally productive? First comes recognition of the present stage of instructional television and radio's development. The observations and conclusions seem uniform: television and radio have not been used to effect comprehensive and substantive changes in educational methodology, educational opportunity, or educational achievement. They have supplemented classroom activities, which are generally considered to be inadequate and inferior, thereby expecting poor situations to be a good environment for effective use of presumably superior instructional material. The extent to which the televised material is less than superior merely accentuates the malpractice.

Second, follows the recognition that instructional television and radio are potentially more effective than their use thus far has demonstrated. The reasons for this condition will vary. Some will say that money is lacking; that the lessons are inferior; that the teachers do not know how to use television effectively; that there are not enough receivers; that the teacher guides are not distributed on time; that the students don't care for instructional television and radio; that the schedule is inconvenient; that the materials are inappropriate - too general or too specific - to be relevant to the curriculum at hand; that the principal feels television is used by teachers to waste time; and so on. All of these conditions exist and they clearly inhibit the use of television and radio in the classroom. But if they were each resolved, would we have the slate clear for genuinely effective use of these media? Probably not.

Third, is the recognition that the reasons for the ineffective and inefficient use of television and radio in the schools is that they have been seen as classroom aids, rather than as means for organizing modern and effective educational methodology. They are, frankly, used to dress up educational practices that have not changed appreciably since the 19th century. Such practices place in a central position of authority and instructional decision-making a classroom teacher. She is, in every respect, a proverbial "gate-keeper" who selects what her students are to be taught and what is to be neglected. Many teachers do this well; most do not. And instructional television and radio, good or bad, have been compressed to provide only that material and only those lessons which fit into these traditional practices. Such has been the fate of virtually all attempts at innovation, including most versions of team teaching, which merely involve more people in the original sin.

There will be arguments about all of these points, but we are left with the general condition of our schools and their productivity. And we are left with a communications technology that to date has had negligible impact upon that condition. Consider the following conditions as illustrative of our educational needs and deficiencies: New York City schools on strike the better part of the school year thus far; Youngstown, Ohio schools closed from Thanksgiving until Christmas for lack of funds; more than 30% of persons taking the Army General Classification Test failing; increase in number of remedial reading programs required; inferior educational opportunities for large numbers of racially segregated students; meaningless instruction for the major proportion of children in the inner city schools; these are the facts of educational life for many children in the United States.

Consider the following potential of communications technology: movement of information from one point to many; movement of information from many points to a central place; capacity to handle a variety of communication symbols - voice, sounds, moving pictures, stationary pictures, diagrams, printed displays, etc. -; opportunity for persons geographically separated to work together on a common task; capacity to operate beyond and around the usual geographical limitations; opportunity to facilitate both administrative cooperation as well as instructional cooperation among widely separated individuals; economies of scale that reduce unit cost as numbers of participants increase; these are some of the facts of technological opportunity that have not yet been fully examined with respect to the educational conditions noted above.

Some have argued that the present approach of the Commission's staff is too broad; it is, I fear only technically broad, but conceptually narrow. Consequently, I see the Commission's most useful role to be as follows:

a) Identify the educational deficiencies extant in our schools and colleges.

b) Illustrate what instructional television and radio (and other electronic communication techniques) have been able to do; what they are capable of doing; and what stands in the way.

c) Recommend two or three areas where full scale demonstrations of educational systems built around the communications potential of electronic audio-video-data techniques. Such areas might be the Washington, D.C., schools, the rural schools of Appalachia, or Mississippi, and the Indian schools in concentrated sections of Indian populations. The demonstrations should be comprehensive and developmental. They should be planned for a 10-year development period.

d) Since the same problems exist in higher education, the demonstration here should be the organization of a state's junior college program, treating geographically separated buildings across a state as a common campus, made whole by electronic communications systems that facilitate administrative and instructional cooperation.

James A. Fellows

Suggested Distribution:

1) Executive Staff
2) IPS Division Board
3) ETS-ITV Committee
4) Instructional Radio Committee
5) R&D Advisory Committee

December 17, 1968

MEMORANDUM:

TO: James Fellows

FROM: Robert A. Mott

SUBJECT: State of the Art papers on Instructional Radio and Television

I have reviewed the TV document prepared by the R&D office dated September 5, 1968 (as revised) and the radio document dated October 1968 by Richard Forsythe.

The thought occurs to me that NAEB should have been involved in both state of the art papers -- or neither.

Since NAEB concerns itself with both radio and television broadcasting, the Commission on Instructional Technology and the association would have benefitted by preparing comments on both media.

As it is now, NAEB has a position on TV Instruction. What is the NAEB position on Instructional Radio?

You'll recall that the liaison and communication on this matter was confused by personnel changes (Maull in -- Rhodes out) (Mott in -- Sandler out). I am not conversant with the decision making that resulted in the association doing a TV study while the radio study was contracted with an individual.

The reason for this memo to to suggest that we ought not find ourselves in a similar situation in the future,- if it can be avoided.

Shouldn't we represent all media in our relationship with the Commission on Instructional Technology -- or none?

cc: Harley
Marquis
Maull

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 CONNECTICUT AVENUE · WASHINGTON, D. C. 20036

NATIONAL PROJECT
FOR IMPROVEMENT OF
TELEVISED INSTRUCTION

July 9, 1968

Mr. John P. Witherspoon
General Manager, KEBS-TV-FM
San Diego State College
San Diego, Calif. 92115

Dear John:

Re Bill's letter of July 9th and the suggestion that I pass on to you information about the needs of the Title III Commission. As you already know the Commission will be a "reading commission" and would like anything that anybody wants to submit. We have given them the names of the Radio In-School Committee and several other names that Jerry suggested. Sid Tickton was to contact these people by letter requesting specific kinds of information.

I believe your name was on the list. I would be interested in knowing if you have had any contact from Tickton yet?

Regards,

Lewis A. Rhodes
Director

LAR/blp

cc: Robert A. Mott
William G. Harley
Cindy Landreth

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 CONNECTICUT AVENUE · WASHINGTON, D. C. 20036

INSTRUCTIONAL DIVISION

January 12, 1968

SPECIAL MEMORANDUM
ON TITLE III, PBA, INSTRUCTIONAL BROADCASTING STUDY

Although full implementation of all the titles of the Public Broadcasting Act of 1967 awaits the appropriation of money by Congress, which may possibly be as late as May 1968, there is some progress being made towards planning for the Instructional Broadcasting Study mandated in Title III. The purpose of the memorandum is to bring you up-to-date as to progress so far. Information supplementing this will be forth-coming as we receive it.

As reported at the ID meeting at the Denver Convention, USOE has utilized some NDEA monies to fund several limited studies which will provide information and raw data for the Public Broadcasting Act Study. These are being conducted by:

1. Wilbur Schramm - regarding research on media and learning.

2. General Learning - regarding cost factors with media.

3. American University - regarding educational change.

4. Ray Carpenter - regarding quality factors in the production of soft ware.

5. System Development Corporation - regarding physical requirements for new innovations in media.

NAEB staff has met with HEW and OE officials several times regarding implementation of the main study. Current plans are for HEW Secretary Gardner to appoint a high level commission similar to Carnegie Commission. The Commission, which is suppose to report to the President by June 30, 1969 will probably not be announced until Congress passes the Supplemental Appropriation. NAEB has submitted its own list of recommendations for the Commission. Criteria for NAEB list was "uncommon perception of the creative application of technology to major educational problems."

The study will be coordinated within the USOE by Lou Hausman, former CBS and TIO executive, who is assistant to Harold Howe. Staff work for the study will be handled by the Academy for Educational Development.

The Academy for Educational Development is a non-profit corporation headed by Alvin C. Eurich, former president of Ford Foundation's Fund for the Advancement of Education during the period of its most significant funding of instructional television. Chairman of the AED Board is Dr. Samuel Brownell, former superintendent of Detroit, and NPATI Board Member. AED has conducted major studies and consultancies in over two dozen states, and for the Federal government here and overseas. In addition it produced the report Learning by Television for the Ford Foundation in 1966.

The new Commission (so far untitled) is expected to contract for additional studies to meet its needs, and to hold hearings. NAEB plans to make a major presentation utilizing the full resources of its Instructional Systems, Educational Radio, and Educational Television Stations Divisions and the research data and conclusions assembled during two and a half years of its ITI Project.

STUDY OF INSTRUCTIONAL TECHNOLOGY

SIDNEY G. TICKTON
Executive Director

1424 Sixteenth St., N.W.
Suite 203
Washington, D. C. 20036
(202) 265-5577

July 24, 1968

Miss Lucinda K. Landreth
Administrative Assistant
National Educational Radio
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Dear Miss Landreth:

Thank you for your letter of July 17, 1968, informing us that Mr. Sandler is no longer Executive Director and that Mr. Robert A. Mott will be arriving to assume responsibilities on August 1st. We look forward to hearing from him.

Chairman McMurrin is out of town at the moment, but a copy of your letter will be forwarded.

Sincerely yours,

Sidney G. Tickton
Executive Director

SGT/egs
cc: Dr. Sterling McMurrin

Staff work directed by the Academy for Educational Development, Inc. under contract with the U. S. Office of Education

July 17, 1968

Mr. Sterling McMurrin
Chairman
Commission on Instructional Technology
1424 16th Street, N. W.
Suite 203
Washington, D. C. 20036

Dear Mr. McMurrin:

Thank you for your letter of July 15 requesting views and recommendations on instructional technology.

Mr. Sandler, to whom your letter was addressed, is no longer acting as Executive Director of National Educational Radio. His successor, Mr. Robert A. Mott, will be arriving to assume these responsibilities on August 1. I will bring your request to his attention at that time, and expect a reply should be forthcoming soon thereafter.

Sincerely,

Lucinda K. Landreth
Administrative Assistant

COMMISSION ON INSTRUCTIONAL TECHNOLOGY

1424 SIXTEENTH ST., N.W.
SUITE 203
WASHINGTON, D. C. 20036
(202) 265-5577

July 15, 1968

Mr. Jerrold Sandler
National Educational Radio
1346 Connecticut Avenue, N. W.
Washington, D. C.

Dear Mr. Sandler:

I am writing to ask for your help in our work.

As you probably know, the Secretary of Health, Education and Welfare has recently appointed the Commission on Instructional Technology as authorized under Title III of the Public Broadcasting Act. In his charge to the Commission (see enclosed copy of press release), U. S. Commissioner of Education Harold Howe II said, "The scope of the Commission's work is wide-ranging. It must consider every aspect of instructional technology and every problem which may arise in its development."

As a first step in its activities, the Commission wishes to obtain views of educators, including media specialists, as well as manufacturers, publishers, and other persons interested in the use of television, radio, computers, tapes, and other media for instructional purposes. Because of your important role in education, the Commission would be grateful for, and would read with great interest, a letter incorporating your views and recommendations on instructional technology, as well as such information on the activities and plans of your organization as you feel the Commission might find useful. Please send your reply to the Executive Director of the Study, Mr. Sidney G. Tickton at the above address, who will arrange for the sending of copies to all members of the Commission.

It would be most helpful to the Commission if any memoranda or reports you submitted contained a short summary of the main points. We would also appreciate it greatly if we could have your reply within 30 days.

Cordially,

Sterling McMurrin

Sterling McMurrin
Chairman

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FOR IMMEDIATE RELEASE

Possible approaches to a comprehensive study of instructional technology and related media were considered at the first meeting in Washington, D. C., April 22, of the Commission on Instructional Technology.

The Commission was appointed by the Secretary of Health, Education, and Welfare in response to Title III of the Public Broadcasting Act of 1967, which authorizes such a study.

In a statement issued after the meeting, U. S. Education Commissioner Harold Howe II said: "The scope of the Commission's work is wide-ranging. It must consider every aspect of instructional technology and every problem which may arise in its development. This distinguished group of citizens has the independent judgment and impartiality needed to make the report a significant contribution to American education."

At the meeting, the Commission recommended that the U. S. Office of Education contract with the Academy for Educational Development, Inc., a nonprofit educational firm, to serve as the Commission's agent in undertaking whatever studies the Commission might believe necessary.

Mr. Sidney Tickton, of the Academy for Educational Development, was appointed as executive director of the Commission's study of instructional technology (1424 16th St., N.W., Washington, D. C. 20036. TEL: 265-5576)

Dr. Sterling McMurrin, dean of the graduate school of the University of Utah, and former U. S. Commissioner of Education, is chairman of the Commission.

Membership

(OVER)

COMMISSION ON INSTRUCTIONAL TECHNOLOGY

Dr. Sterling McMurrin (Chairman)
Dean of the Graduate School
University of Utah

Dr. David Bell
Vice President
The Ford Foundation

Dr. Roald Campbell
Dean, Graduate School of Education
University of Chicago

Dr. C. Ray Carpenter
Professor of Psychology
Pennsylvania State University

Dr. Nell Eurich
Dean of the Faculty
Vassar College

Dr. Harold B. Gores
President
Educational Facilities Laboratories, Inc.

Honorable A. Leon Higginbotham, Jr.
Judge
Eastern District of Pennsylvania

Dr. Kermit Morrissey
President
Community College of Allegheny County

Dr. Kenneth Oberholtzer
Retired Superintendent of Schools
Denver, Colorado

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Scanned from the National Association of Educational Broadcasters Records
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